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ABSTRACT

Oakes College at the University of California Santa Cruz (UCSC) is a residential liberal arts college for individuals from minority groups, "new students" who are from poverty backgrounds or are the first in their families to go to college, and women re-entering school. These students are more likely to need remedial or tutorial help than their counterparts in other UCSC colleges. Curriculum focuses on the experience of ethnic minorities in the United States, and on science. Oakes College offers first-year basic skills courses in writing, mathematics, computer literacy, and study skills; these courses serve as links for students between their pre-collegiate experience and self-identification in their new university experience. The intensive lower-division science program is geared to the needs of "new students"; courses in biology, chemistry, and mathematics are designed to feed students into campus-wide majors at appropriate points. Since faculty members, many of whom are women and/or members of minority groups, serve as teachers, role models, and student counselors (with possible detriment to academic research work and professional development), a support program provides released time for individual endeavors. Tables on the changing demographic profile in California are appended, illustrating the educational needs which gave rise to the founding of Oakes College. (JD)

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DEMOGRAPHIC CHANGE AND CURRICULUM: "NEW" STUDENTS IN HIGHER EDUCATION

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I. INTRODUCTION

While it is a long held axiom in higher education that it is easier to move a cemetery than change the curriculum, it is nonetheless true that demographic pressures or the lack thereof have produced alterations in curriculum in many post-secondary institutions over the past two decades. In this essay I will discuss demographic changes and the curriculum, particularly for racial and ethnic minorities. It is not my purpose to survey curricular changes, but present some demographic changes and show how an institution can effectively respond to them.

I do so from a personal background which structures my view of the task assigned. I was one of those who went to college because of the GI Bill and without it would probably have never set foot in the academy. When I entered New York University as a freshman almost three decades ago I had no understanding of the term liberal education, nor any sense of what college was about. All I believed was that if I could complete a college degree I would be insulated from the cycle of unemployment and poverty which characterized those around me. This was more than sufficient motivation. What I experienced was far from what I expected.

I found sensitive and responsive teachers who gave of their own time to share their interests, help me over academic hurdles, and open to me intellectual vistas I never knew existed. I remember delighting in the discovery of Plato, Beethoven, Camus and countless others whose works gave me new insights into the human condition and a broader view of my own world--that which I came from and that which was unfolding before me.

I came from an underprivileged community and a poverty-stricken family seeking economic security. I soon found myself on a path of learning and discovery which continues even today. I turned from seeking job security to seeking intellectual growth and my quest for a career in social work ended up with a career in the University as a teacher, scholar, and administrator. This experience made me a firm believer in the liberalizing effect of higher education as a path toward excellence.

The second experience which informs my perspective is that of participating in the development and leadership of a small undergraduate college at the Santa Cruz campus of the University of California. In this work I have tried to combine my commitment to liberal education with an understanding of the urgent quest of many youth from underprivileged and poverty-stricken communities. Several of us started out to make it an Ethnic Studies College but in our early planning realized that our goal was not sufficiently liberating for students. Therefore, we developed an academic program where the study of ethnic and minority concerns became a springboard into the broader perspectives of liberal education. We provide the kind of support and encouragement which urges students to explore those academic areas they have often feared and about which they know very little. As a result, approximately one-half of our black and Chicano students major in the natural sciences even though few of them even anticipated entering college until the last year or two of their high school education.

The third base is that of service as a member of the Senior Commission of the Western Association of Schools and Colleges. Not only has this meant reviewing the academic programs of a wide variety

of institutions, I chaired a special committee of the Commission charged with revising the standard on undergraduate programs. We developed a new standard which gives more emphasis to general education and free electives.

Finally, I have served on the advisory committees of two different national consortia of colleges working on programs in general and liberal education. This experience has permitted me the opportunity to study many of the issues in general and liberal education and become familiar with more of the literature.

This range of experiences affects how I approach the task at hand. While some might consider them biases, I prefer to think of them as perspectives which influence the concerns I choose to focus upon when given a broad charge such as the implications of the changing demography for the curriculum of higher education.

II. POPULATION CHANGE

There are several issues involved in considering the curricular implications of the changing demography. First of these is the change in the number of college-age youth in the total population over the past few decades. Secondly, there is the changing racial and ethnic composition of the potential pool of college students. A related issue we will not get into in this paper is the decline in the proportion of traditional college-bound youth who are choosing other options.

As a result of the changing fertility patterns of Americans there has been a remarkable shift in the age-structure of the total population, and each of these shifts has impacted very heavily on educational institutions. Table 1 shows the age distribution of

the population by racial groups from 1950 to 1980. From 1950 to 1960 there was an increase in the proportion of the population under 19 so the pool of potential college youth grew. This pattern continued through the sixties and we find continued growth in the proportion of college-age youth until 1970. However, the data show that by 1970 a decline in the population under 10 had set in, predicting a drop in the number of college-age youth by the end of the seventies. By the time of the 1980 census the shift toward an older population was clearly evident. In 1960 and 1970 approximately 38 percent of all Americans were under 19 years of age, but by 1980 this had dropped to 32 percent, almost back to the 1950 level.

The demographic changes have had different impacts on the racial groups. The decline in college-age youth has been proportionately greater for whites than it has been for minorities, thus changing the composition of the pool of college-age youth. Among white youth the proportion of the population under 19 rose from 33 percent in 1950 to 38 percent in 1960, then declined to 30 percent by 1980. While the black youth under 19 have shown a similar pattern of growth and decline, the changes have been very different. Blacks have 40 percent of their youth under 19 in 1950. This increased to 45 percent in 1960, 46 percent in 1970, and then declined to 40 percent by 1980.

Table 2 shows that the same pattern of population change which characterized the nation was also found in California, for both whites and also the racial minorities.

These data, however, mask the changes that are taking place among the Hispanic population of the U.S., an ethnic group racially classified as white in the census data. When we look at this group separately, however, we see that they have an even higher proportion

of youth in their ranks (Table 3). For the nation some 49 percent of Hispanic youth were under 19 in 1970 as compared to 37 percent for whites and 46 percent for blacks. In 1980 the figures were respectively 43 percent, 30 percent and 40 percent. The same pattern of differences held for California in 1970.

Our point--simply put--is that throughout the country, and particularly in some states, the racial and ethnic composition of the school-age population is changing significantly. Although whites comprise an overwhelming majority of school-age youth, the proportion of minority youth is growing and in some areas of the country this change is seen in a larger proportion of minority youth in elementary and secondary schools. Given the demographic trends we can expect to see these changes eventually impact colleges and universities, particularly the public institutions where resource allocations are so frequently driven by enrollments.

School enrollment figures since 1960 show the differential rates of change by race (Table 4). From 1960 to 1970 there was a marked increase in the rate of attendance for blacks and whites at every level of enrollment. Since 1970, however, there has been a slight decline in enrollment for whites and a slight increase for blacks. Of particular significance in this regard is the pattern of high school and college enrollment. Among whites high school enrollment has been virtually constant since 1970 while among blacks the rate of enrollment increased by 24 percent. At the post-secondary level white enrollment has increased by 26 percent since 1970 while black enrollment has increased by 95 percent.

As a result of increasing levels of school attendance for blacks the differences in median years of completed school have been

virtually eliminated as shown in Table 5. Regardless of region, blacks and whites over 25 have virtually the same levels of median years of school completion.

However there is a reverse trend in the rate of college completion between blacks and whites. While the percentage of both groups completing 4 or more years of college has risen significantly since 1940, whites have risen much faster than blacks and therefore the differences in college completion is increasing throughout the country (Table 6).

Table 7 shows another major development in the demographic composition of college students--the increased rates of enrollment of women, particularly at the older ages. Since 1970 the rate of college attendance of women over 25 has more than doubled, a pattern which has posed challenges to curriculum planners.

It should be noted, however, that although enrollment data show greater ethnic and gender heterogeneity among college students, other data show increasing homogeneity in academic interests. When we examine the primary fields of study of college students we find an increasing emphasis on the study of business or health/medical related subjects (Table 8). In 1966 education was the primary field of study for both black and female students. However by 1978 the major academic emphasis for both groups was business, and education has fallen to fourth place for women and blacks. The proportion of students majoring in education declined by 62 percent from 1966 to 1978, while at the same time concentration in business and commerce subjects increased substantially.

In California, the most significant demographic changes involve the Hispanic population. During the 1970s this was the fastest

growing group in the state and by 1980 the Hispanic group accounted for 19.2 percent of the state's total population (Projections of Hispanic Population for California 1985-2000, Center for Continuing Study of the California Economy, Palo Alto; 1982). Indeed, when the Hispanic, Asian and black population are combined, one-third of the 1980 population of California comprises racial minorities.

The most conservative projections of population growth to the end of the century indicate that by the year 2000 the Hispanic population will comprise 24.4 percent of the California population (41.8 percent for all minorities).

The Los Angeles Data Center of the U.S. Census Bureau recently reported that in 1980, 25 percent of California whites were under 17 years of age. Corresponding figures were 33 percent for blacks, 34 percent for Indians, 28 percent for Asians and 39 percent for Hispanics.

The youthful population composition has shifted so dramatically in California that the California Postsecondary Education Commission reports that in June 1979 almost one-third of all high school graduates were racial or ethnic minorities (Director's Report, January 1981, p. 13). Furthermore, in some of the larger urban school districts a majority of the elementary school students are minorities.

The initial rise in the pool of college youth was seen in a very dramatic increase in enrollment during the decade of the sixties, followed by a continued but more modest increase during the seventies. Table 9 gives the enrollment growth in higher education in California from 1960 to 1979 by decades. It shows that during the sixties enrollment doubled for most segments of postsecondary

education. The rise continued during the seventies but at a much slower rate, with the majority of the increase in both decades coming in California Community Colleges. Indeed, it is only in the community colleges that we see a greater increase in the actual numbers of students in the seventies than we saw in the sixties.

On the other hand, the enrollment of minorities in post-secondary education in California has not kept pace with their rates of completion at the high school level. Annual ethnic surveys begun in the Fall of 1976 shows that during the last four years of the seventies students declaring their ethnicity as white or Asian represented a larger percentage of the enrollment in California postsecondary education than of the high school graduating classes for the same years. On the other hand, those students who were from American Indian, Hispanic or black backgrounds represented a smaller percentage of college enrollment than they did of the high school graduating class. (CPEC Report)

Given the changing demography of the state, however, it is apparent that if there is to be even a "steady-state" enrollment in California postsecondary education there must be an increase in the number of minority students from the state enrolled. This fact has serious implications for curriculum in postsecondary education.

While much has been written about the impact of the enrollment crush of the sixties on colleges and curriculum, and we are now observing the "retrenchment" occasioned by the steady state enrollments of the late 70's, I would like to direct your attention to another aspect of these concerns, namely providing both educational access and educational excellence to those traditionally bypassed by most postsecondary institutions, except for the extraordinary array of

traditionally black institutions which have been overlooked and ignored for years, yet they persist in bringing black youth into the mainstream of higher education. For the past 13 years my efforts have been directed to the development of an undergraduate liberal arts college as one component of the educational system of the Santa Cruz campus of the University of California.

III. OAKES COLLEGE AT UCSC

Oakes College is a residential liberal arts college on the campus of the University of California, Santa Cruz. The College has its own unique interests and foci with corresponding programs. College courses are primarily restricted to the lower division, and our students take their majors and a large majority of their courses through campus-wide offerings.

Arising out of the concerns of the late 1960's, the College opened in 1972 with a major commitment to equal educational opportunity. From its inception the College has been characterized by an academic analysis of predominating values in a multi-cultural society and the creation of a respect for cultural differences among diverse groups. The curriculum of the College has focused on two primary themes: the experience of ethnic minorities in the United States; and science--especially for those "New Students"*

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*The concept New Student was developed to designate those students who have traditionally been denied access to higher education or are from families where they are the first to ever attend college. This concept includes racial and ethnic minorities, some women, older students, and low-income students from groups not included in the above. We prefer the designation New Student to such terms as "disadvantaged" or "non-traditional" on the grounds that negative definitions of students tend to perpetuate negative stereotypes, perceptions, and further invalidate students. The positive concept of New Student recognizes the strengths and unique qualities of the students without minimizing their academic deficiencies.

who come from communities so sorely lacking in medical, scientific and technological expertise.

Because much of what we have wanted to do has traditionally been outside of normal University funding channels, we have from the beginning developed many of our programs (including some facilities such as our Science Center) on extramural grant resources--almost $2.5 million to date--and from soft University funds both from UCSC and from President Saxon's office. Over the years the support--both financial and moral--from the central administration at Santa Cruz and also from the systemwide administration has been very important. It has freed us to devote all of our energy and thought into developing the academic program our students need to prevail in the academy.

Currently, the Oakes College student body numbers about 650 students. Almost one-half of these are from minority backgrounds (47%). Another 10-20% are also New Students in that they are from poverty backgrounds, or are the first from their families to go to college, or are from the increasing pool of re-entry women. Over 40% of our students are Educational Opportunity Program students. Approximately 40% are first generation students. In terms of preparation, the ACE survey shows that as a group, Oakes students are three times more likely to need remedial or tutorial help than their counterparts in the other UCSC colleges.

Given the exceptional diversity and needs of our students, how are we then doing at Oakes? We have just recently developed the capacity to do institutional research, so longer-term facts and statistical data are difficult to come by. Much of what we know is anecdotal. However, in terms of freshperson-sophomore retention

rates Oakes College has had the second highest rate for the past three years. In terms of graduation rates, Oakes has the highest percentage of graduates of the eight colleges on campus after six years, even though--as might be expected--the College has the lowest rate after the assumed "normal" four years.

Almost half (47.5%) of the College's minority students major in the hard sciences. During the last two years over 40% of the minority students graduating with science degrees have gone on to top-flight graduate and medical schools including Harvard University and the University of California, San Francisco. Of the 1982 graduating class of 135, 55 were minority students, between 20 and 25 of whom have already been accepted to graduate or professional schools and several others of whom are still awaiting admittance.

Anecdotally, of course, we can talk about dozens of students like the young black man from the remote Sea Islands of South Carolina who this year was the first person from his community ever to complete a University degree, or the Chicano who came to us unable to do long-division and who has just completed his second year at Harvard Medical School in the top 10% of his class.

IV. WHY HAS OAKES BEEN SUCCESSFUL?

A. University of California, Santa Cruz

To the degree that Oakes has been successful, it can be attributed to several factors including some of the aspects of the Santa Cruz campus itself. The comparative rural isolation of UCSC has the advantage of freeing many "non-traditional" students from the urban pressures, demands, and commitments often so deleterious to struggling New Students.

The UCSC college system by its very nature educes closer interpersonal interactions which help foster academic cooperation rather than a potentially debilitating competition. In addition, the college system allows us to foster a relatively small community motivated by a common mission and goals. Furthermore, the UCSC narrative evaluation system--particularly at entry level--helps ease the transition for many New Students terrified of cut-and-dried academic judgments being placed on them as they arrive underprepared at the University.

B. Oakes' Environment

One of the most important elements in the Oakes experience is the diverse and heterogenous nature of the students, faculty (at least until recently), and staff. As we have already pointed out, almost half of the student body are from minority backgrounds assuring a critical mass for the identification and validation of such New Students. Until recently, the faculty has been equally as diverse, at times ranging to 50% minority and 40% women. The staff, particularly in the critical counseling and advising area is also characterized by socio-cultural heterogeneity. Role models for the students have been the rule rather than the exception, and we have made use of this situation through intense one-on-one work with many individual New Students.

Within this diverse group, however, we have generally been able to create a common ethos and a clear commitment to (1) equal educational opportunity; (2) the transition and success of the New Student in conjunction with the development of all students; and, (3) a cooperative, pluralistic value system that tries to speak to the needs of all groups within the College. There is a

shared sense of purpose that includes the commitment to real institutional change--a commitment which Tuskegee Institute President Benjamin F. Payton, formerly Director of Minority Affairs at the Ford Foundation and one who has worked with minority programs throughout the United States, says marks Oakes as decidedly different from the usual peripheral attempts to simply mold the New Student to the already inhospitable structure of the traditional University.

Thus, we have been able to create a community with a clear set of goals and common concerns. (How much of a cohesive and caring community was recently brought home to our Chancellor in a series of meetings with over 200 of our students concerned with the future of Oakes on the UCSC campus.)

This sense of community and common commitment, then, is an integral part of an overall institutional climate which says to all students--you are welcomed here, you are expected to succeed and we will do everything possible to insure it. From this perspective, we have developed the specific Oakes programs designed to further the transition and integration of a diversity of students into the University.

C. Oakes Programs

1. Leadership, Mentors, Facilitators

The fact that the College is led by a minority faculty member from a poverty background gives tremendous impetus to the development of a positive College psychology. The numbers of minority and women faculty and staff have also been critical, as has been their obvious commitment to the Oakes experience.

Within these groups, the College has focused on faculty/staff development that emphasizes the various concerns of our unique student body and regularly raises pedagogical issues for discussion. Over the years, the faculty has secured funds for regular pedagogy workshops focusing on teaching the New Student, and has held numerous weekend retreats focusing on curriculum development, advising, and interactions with students. The staff, too, hold regular retreats focusing on sensitizing staff to student concerns and viewpoints and on developing interpersonal working relationships.

2. Residential/Social

The residential nature of Oakes, where over one-half of our students are housed, is of tremendous import to student development. We have the students 24 hours per day and can raise issues in a living-learning context that simply would be impossible at a commuter school. Issues raised in the classrooms are taken back to the residences where they are discussed and debated--often in conjunction with planned residential activities. The students have to live together and are often initially almost compelled to learn from others of different backgrounds and cultures. Given the residential nature of the College, we are also able to offer a variety of social and cultural events reflecting our diversity, yet participated in by a majority of our students regardless of their particular backgrounds.

3. Special Academic Programs

The College offers a wide variety of courses apart from the regular offerings of the traditional departments on the UCSC

campus. The Oakes College core course--Values and Change in a Diverse Society--is required of all Oakes students in their freshperson year, and is a general education course offered in the context of the historical interests of Oakes College. The course focuses on the development of reading, writing, and critical thinking skills while analyzing College themes of cultural pluralism, equality/inequality, oppression, and human dignity. In part, the course is our attempt to energize the general education model by casting it in a more substantive and relevant framework.

The College also offers a group of first-year basic skills courses in writing, mathematics, computer literacy, and study skills. Staffed primarily by soft-funded personnel, these courses are basically transitional in nature but fulfill regular requirements of the University.

Oakes offers a second tier of primarily lower-division courses that revolve around the general College motif of the minority experience in America. Focusing on Chicanos, Blacks, Asians, Native Americans, and European immigrants, these courses serve as links for many of our students between their pre-collegiate experience and self-identification and their new University selves. The courses are designed to sensitize all students to cultural differences, while also offering relevant points of identification and self-validation for minority students. The development of ethnic identity, however, it not ultimately paramount in course development. Although the College recognizes that the ethnic experience is vitally important in itself, courses are designed to look beyond that focus toward

universal human truths. The ethnic experience is used as a logical and effective springboard into the mainstream of liberal arts questions, perspectives, and methodologies.

Of all its curricular efforts, Oakes is probably best known for its intensive lower-division science program which is specifically geared to the needs of the New Student. While the College does not itself offer majors in the sciences, it offers a range of introductory courses and sequences in biology, chemistry and mathematics designed specifically to "feed" the students into the campus-wide majors at appropriate points.

Courses are taught in very small groups, and many of the pedagogical approaches to the teaching of science have been revamped (particularly in terms of "hands-on" laboratory experience for new science students). The entire program is supported by extensive use of daily individual and small group tutorials. There is also a wide range of Computer Assisted Instruction available to the students.

The courses are supported by year-round, on-going research activities for the New Student, and by full-time on-campus summer research programs at Santa Cruz as well as at the University of California, San Francisco campus. The joint Oakes-UCSF program is specifically geared to bringing New Students into careers in academic medicine.

To support its science efforts, the College has raised private resources to build its own Science Center so that we would not be dependent upon the huge impersonalized and centralized facilities of the University. Oakes is thus able to offer its programs in its own laboratory environment which again is specifically designed for the inclusion of the New Student.

4. Affective Development: Support Services

To support its academic efforts, Oakes College has developed an extensive support services program geared to facilitating the students' affective integration into campus life. Support Services include: (1) special academic advising in addition to that regularly supplied by faculty, which includes the assurance that someone is always available during working hours for academic consultation; (2) administrative advising services to help students new to bureaucracies get into the administrative networks; (3) individual and group counseling programs, either of a therapeutic or a problem oriented nature; (4) follow-up networks to determine how students are doing in campus-wide science courses and then meetings and referrals individually with students; and (5) conflict resolution and crisis intervention programs staffed by highly trained personnel.

The Support Services programs are utilized by well over 70% of the Oakes student body and are staffed by persons representing a wide range of ethnic and cultural backgrounds.

V. STUDENT STRENGTHS

While we have experienced dramatic success with our students we realize that our understanding of the nature of that success is limited by our assumptions about these youth. When we began Oakes College we saw the students as coming to us with problems we had to help them overcome. In building a living/learning community we had no preconceptions of the positive qualities the students might contribute to this community. Upon reflection and analysis, however,

we have come to realize that New Students do in fact bring some basic strengths with them when they enter the University. When these are understood and developed they become qualities which deepen students' appreciation of liberal education and motivate them to improved performance.

First, there is an almost Herculean sense of determination among Oakes students. Coming from low-income, working-class backgrounds, many of them see the University as the hope of generations of their forebears and they arrive with a tenacious determination to succeed.

Second, the students have a perseverance which arises from their determination. We find they are willing to struggle against apparently insurmountable odds supported by a college that gives them an opportunity to develop basic skills while challenging them to go beyond modest expectations.

Third, our students also have an inexhaustible resilience, willing to take the most disappointing blows but still come back for more. As they sense that opportunity will not be snatched from them for their early mistakes and failures, they resolve to use their negative experiences as stepping stones to the success they ultimately envision. They are, in this respect, inspirational for the faculty.

Finally, in contemplating the position that our students adopt upon first arriving at the University, one senses a marginality which frequently characterizes individuals moving from familiar experiences into institutions where they encounter new and uncertain situations. Initially this marginality is resisted and viewed negatively by

students who face enormous pressures to "assimilate." But as they move through the College and gain greater confidence in their ability, their marginality becomes a strength--giving them an acuity which allows them to be more creative, resolving intellectual paradoxes in both their work and life experiences.

We have come to realize that a residential liberal arts college can be an effective living/learning community for all its members. Traditional college students have found much of value in every aspect of the Oakes College program, so we find many of them attracted to Oakes because of the general environment. They develop meaningful and close ties with the New Students. Thus in opening up the doors of educational opportunity no person is excluded. They are all included and integrated more effectively.

While we have talked here about an academic response to a changing student composition in programmatic terms, our fundamental assertion is that curricular development is really a reflection of institutional commitment. The key variable in our success is the outstanding performance of our faculty which also reflects our administration's commitment to the faculty.

VI. FACULTY AND INSTITUTIONAL COMMITMENT

Since the College opened in 1972, Oakes has been fortunate in securing a dedicated faculty willing to work closely together to develop coherent College programs and new teaching approaches geared to our diverse student population. Yet from the beginning, we also recognized that the faculty's very commitment to the College and to students could result in their own--and ultimately the College's--destruction.

The University of California is primarily a "publish or perish" institution, and as a new college, the majority of our faculty came in young and untenured. The exceptional amount of time involved in mounting College efforts--planning and teaching in new programs and real interdisciplinary courses, trying to know each student in a class in order to build on individual strengths and overcome individual weaknesses, and the willingness to pursue research in areas related to pedagogy as well as traditional research--has been and could continue to be detrimental in terms of the faculty members' own scholarly development.

In addition to the time demands faced by all our faculty, ethnic faculty face additional pressures that are far too often overlooked in most institutions of higher education. So much of their time is consumed by ethnic students in search of role models, identity, validation, counseling, or just the need to talk to a "brother" or "sister" about academic or personal problems. (Sometimes the students cannnot articulate exactly why they need to "rap," they just do.) A related problem--seldom mentioned--is the need of so many liberal white students for catharsis which they feel can only be reached by "rapping" with ethnic faculty. Also, on a campus-wide basis, ethnic faculty members are "committeed" to death for obvious reasons.

A careful review of our initial complements of faculty compounded our concerns. At a time when we needed to develop programs and pursue pedagogical issues, our faculty was overwhelmingly junior (there were only two tenured faculty in our initial contingent),

a large proportion of our faculty were still writing dissertations, and a large percentage were women and minorities who would face extra pressures within the system. From these characteristics we discerned several needs which became initial goals of a major faculty support program in Oakes College.

The first goal was to ensure that those writing dissertations had the encouragement and opportunity to finish. Secondly, faculty had to be protected from so many of the extraneous pressures which are found at Santa Cruz: excessive committee work and administrative responsibilities generated by the dual structures of Colleges and Boards of Studies (Departments), extraordinary tutorial responsibilities, and counseling (as opposed to academic advising) of students with problems or identification needs. Thirdly, faculty would have to get the support and encouragement which would lead them to pursue research and publication so they could establish their professional careers. Fourthly, there had to be a continuing discussion and review of pedagogical issues and curriculum development so that the scholarly work of faculty could be more effectively transmitted to students and meet student needs.

If we were to succeed, it seemed imperative to reach all these goals or we would be caught in a familiar trap: seeking basic institutional change, we needed extraordinary faculty commitment; yet such commitment could lead to insufficient academic research or failure to complete dissertations both of which were imperative if we were to retain faculty dedicated to an institutional reordering of priorities. In building College programs and seeking new ways to

approach a new student clientele, we were running the risk of destroying the involved faculty members, ultimately committing "collegiate suicide" in the process.

To reach both the institutional goals of the College and the professional/personal goals of our faculty we had to develop a faculty support program reflecting our institutional commitment.

The first procedure developed was to give individual faculty release-time from teaching in the College. This was done with the recognition that the College would be able to call on them more fully in the future. Faculty remained on campus during the release quarter(s) and performed certain necessary College functions (i.e., academic advising, faculty meetings) but were relieved of all College teaching and administrative and committee assignments. The freed time was spent attending to the particular matter most affecting that faculty member: dissertation completion, necessary disciplinary research, or the planning of specific courses and programs requested by the College.

The second strategy developed was a flexible teaching load--not flexibility in terms of fewer courses, but flexibility as to when courses are offered. Traditionally, faculty at the University of California are expected to teach and carry on research projects throughout the academic year. To us, however, such expectations seemed illogical if blindly followed across the board.

Although we see no ultimate conflict between teaching and research, there are times when a temporary dichotomy between the

two can enhance either function. At certain critical times during a research project, it is often imperative that 100 percent effort be given to the project. Conversely, there are times in teaching when one needs to devote one's self fully to that function: for example when planning new programs, or when experimenting with new pedagogical techniques which demand a greater than usual course load in order to adequately conduct experimentation while maintaining sufficient control groups.

In response to this dilemma, the College periodically allowed selected faculty to rearrange their teaching schedules so that their entire course loads were taught during two of the three academic quarters, leaving the third quarter free for other activities. With the summer added to the third quarter, some faculty were able to have six consecutive months for research or dissertation completion without any loss to College programs. These procedures required no additional allocation of College funds.

The first major cost-associated strategy that the College developed was a summer salary program for all junior and some senior faculty. The College required the development of new and innovative curricular offerings and teaching strategies if we were to fulfill our missions. However, to ask faculty to develop such programs on a part-time basis, during the academic year when they were already under considerable pressure, would greatly overload the faculty and at the same time result in superficial College offerings.

Several College programs, for example, were projected to be interdisciplinary. From years of experience on the Santa Cruz

campus (which prides itself on its capacity to develop such programs), we concluded that truly successful interdisciplinary efforts require far more rather than less faculty time in course preparation, in communication during the course, and in necessary follow-up. We concluded, therefore, that the majority of the planning must be done during summer when the faculty were free of teaching and administrative responsibilities and could more easily balance program development efforts with on-going research.

Such a conclusion, however, dictated that we secure outside resources to pay faculty for their summer efforts. With assistance from Regent's grants, a Ford Foundation grant, and grants from a private individual, we were able during our first three years of operation to give every junior faculty member summer support. When appropriate, outside consultants were employed to assist in the planning effort.

In certain cases, also, faculty were given College monies for tutorial and Teaching Assistant support, as well as for travel relevant both to their research and planning for College courses and programs. Although the amount was very small, it was another manifestation of the commitment of the College to helping young faculty deal with the major issues facing them.

Special assistance for junior faculty in planning and writing grant proposals was provided by the College. A staff member was made available to assist faculty in any and all phases of funding their ideas. In some cases where Oakes faculty have received grants, all of the proposal writing was done by staff.

Where appropriate and possible, administrative staff have called on funding sources on behalf of particular faculty. This has been done during administrative trips to the East Coast when extra time has been taken by the Provost and Assistant Provost to call on various agencies with faculty proposals before them, or when faculty have requested specific information regarding a funding agency's policies and programs.

In response to College and faculty concerns regarding pedagogical issues, evaluation of faculty, and the need to stimulate greater colleagueship among the faculty, Oakes College established several intellectual forums which have been quite successful in stimulating faculty in new directions. These included a Pedagogy Task Force; an evaluative forum for the discussion every other year of each faculty member's professional development; and divisional forums designed not to discuss "business," but to explore areas of mutual interest.

In addition to conducting and disseminating educational research and itself experimenting with different approaches to teaching, the Pedagogy Task Force interviewed faculty regarding successes and failures in the classroom and conducted regular College-wide workshops on pedagogy and the goals and missions of the College. The new faculty evaluation forum opened up the merit review process and permitted a dialogue between a merit candidate and the reviewing committee (formerly a secretive body in the University) on student peer evaluations of the candidate's teaching, the competency of his/her written evaluations of students, research progress, and

the faculty member's overall College contributions. The divisional forums focussed on topics for possible joint teaching efforts, and investigated common research interests which could lead to joint efforts or the sharing of information already gathered by a particular individual.

An indirect but very important aspect of our faculty support program was the creation of a strong Support Services program discussed earlier which served the dual function of more effectively meeting students' needs, and taking student pressures off the faculty. The program reduced the number of non-classroom contact hours between faculty and students while enhancing the quality of those hours. Faculty are permitted to focus more on student problems related to their courses and academic programs. Thus both students and faculty are more adequately served. This is particularly true for women and minority faculty who are frequently called upon to be models and tutors as well as teachers.

In addition to these specific activities, the College developed a position entitled "Preceptor for Faculty Development." This is a senior faculty member who has the responsibility to meet regularly with junior faculty, in groups and individually, to discuss their plans, progress and problems, and make recommendations to the College for adequately serving the faculty. The Preceptor for Faculty Development also reviews all the responsibilities of each faculty member for the College, the Board of Studies (Department), the Academic Division, the Academic Senate and the Central Administration, and mediates between all these groups to reduce the demands on each individual faculty member.

As a result of the commitment of the administration, faculty made rapid strides in establishing their professional careers. Of our original complement of twenty-eight faculty, eleven were hired without their dissertations completed. All of them finished their dissertations within the two-year time limit allowed by the University. Faculty have maintained an excellent record of scholarly publication and moved toward tenure.

Moreover, they have developed and continue to revise an interdisciplinary curriculum as discussed earlier. A part of this work is a continuous pedagogical dialogue which works toward the integration of personal interests of faculty and their professional skills with the interests and needs of students. It is a creative dynamic.

An important aspect of these activities is that students understand the faculty commitment to them as well as the faculty understands the administration's commitment to both students and faculty.

While we are not without our problems, and they are many, all of us are continuously renewed by a creative and intellectually exciting climate. Most importantly students find they are challenged to go beyond their limited perspectives while using their unique life experiences as a foundation. Those who do so most effectively not only end up with a broader vision, they find the rewards to be quite generous when compared with their original expectations.

Table 1

Population by Age Groups & Color
U.S.: 1950-1980 (Percentages Only)

	1950				1960				1970				1980			
	Total	White	Black	Other	Total	White	Black	Other	Total	White	Black	Other	Total	White	Black	Other*
ıder 5	10.8	10.5	12.5	13.3	11.3	11.0	14.4	14.6	8.4	8.1	10.7	10.3	7.2	6.7	9.2	
9	8.8	8.5	10.1	10.1	10.4	10.1	12.6	12.1	9.8	9.5	12.1	10.8	7.4	6.9	9.4	
)-14	7.4	7.1	9.0	9.5	9.4	9.2	10.4	9.7	10.2	9.9	12.4	10.3	8.1	7.7	10.1	
5-19	7.1	6.9	8.1	8.3	7.4	7.3	7.9	7.0	9.4	9.2	10.7	9.6	9.3	9.0	11.3	
)-24	7.7	7.5	8.1	9.5	6.0	6.1	6.4	7.2	8.1	8.0	8.0	9.5	9.4	9.2	10.3	
5-29	8.1	8.1	8.3	8.9	6.1	6.0	6.2	8.2	6.6	6.6	6.3	8.2	8.6	8.5	8.8	
)-34	7.6	7.6	7.3	6.7	6.7	6.6	8.5	8.0	5.6	5.6	5.5	7.2	7.8	7.8	7.1	
5-39	7.4	7.4	7.5	6.2	7.0	7.0	6.4	7.0	5.5	5.4	5.2	6.5	6.2	6.2	5.5	
)-44	6.7	6.8	6.4	5.7	6.5	6.5	5.7	5.0	5.9	5.9	5.3	6.1	5.2	5.2	4.7	
5 & over	28.4	29.6	22.7	21.8	29.2	30.2	21.5	21.2	30.5	31.8	23.8	21.5	30.8	32.6	23.6	
edian Age	30.0	30.7	26.1	24.5	29.2	28.5	23.5	24.5	28.1	28.9	22.4	*	30.0	31.3	24.9	

Not Available

Source

1950-1970: U.S. Census
1980: Statistical Abstract of the U.S., 1982

Table 2

Population by Age Groups & Color,
California: 1950-1980

	1950			1960			1970			1980		
	Total	White	Other	Total	White	Other	Total	White	Other	Total	White*	Other*
Under 5	10.4	10.3	11.8	11.1	10.8	14.1	8.2	8.0	10.1	7.2		
5-9	8.0	8.0	7.9	10.2	10.0	11.8	9.6	9.4	11.5	6.9		
10-14	6.2	6.2	6.3	9.0	9.0	9.1	9.8	9.7	11.2	7.5		
15-19	5.9	5.9	6.2	7.0	7.0	6.4	9.1	9.0	9.7	8.9		
20-24	7.3	7.2	8.9	6.3	6.2	7.2	8.7	8.7	9.2	9.9		
25-29	8.7	8.6	11.1	6.5	6.3	7.9	7.3	7.3	7.7	9.4		
30-34	8.4	8.3	9.8	7.1	7.0	8.2	6.1	6.0	7.0	8.4		
35-39	8.2	8.1	9.4	7.7	7.6	8.1	5.8	5.7	6.4	6.5		
40-44	7.2	7.2	7.6	6.8	6.9	6.5	6.1	6.1	6.0	5.3		
45 & over	29.7	30.2	21.0	28.3	29.2	20.7	29.3	30.1	21.2	30.0		
Median Age	32.1	32.3	29.0	30.0	30.4	25.9	28.1	28.6	24.1	*		

*Not Available

Source

1950-1970: U.S. Census
1980: Statistical Abstract of the U.S., 1982

Table 3

Spanish Heritage Population,
U.S., 1970 & 1980
California, 1970

	1970	1980	1970--California
Under 5	12.5	11.4	12.1
5-9	13.3	10.5	13.0
10-14	12.4	10.1	12.0
15-19	10.5	11.0	10.2
20-24	8.7	10.9	9.2
25-29	7.4	9.4	7.6
30-34	6.5	7.7	6.7
35-39	6.0	5.8	6.1
40-44	5.5	4.9	5.8
45 & over	17.2	18.3	17.3
Median Age	20.7	23.2	21.4

*Not Available

Source

1970: U.S. Census
1980: Statistical Abstract of the U.S., 1982

Table 4

School Enrollment of Persons 3 to 34 Years Old, by Level of School and Race, October 1960, 1970, 1978
(Numbers in thousands)

	1960[1]	1970	1978
All Races			
Total Enrolled	46,259	60,357	58,616
Nursery school	(NA)	1,096	1,824
Kindergarten	2,092	3,183	2,990
Elementary school	30,349	33,950	28,490
High school	10,249	14,715	15,475
College	3,570	7,413	9,838
White			
Total Enrolled	40,348	51,719	48,843
Nursery school	(NA)	893	1,456
Kindergarten	27,884	2,706	2,452
Elementary school		28,638	23,524
High school	9,122	12,723	12,897
College	3,342	6,759	8,514
Black			
Total Enrolled	5,910	7,829	8,416
Nursery school	(NA)	178	312
Kindergarten	4,556	426	451
Elementary school		4,868	4,356
High school	1,127	1,834	2,276
College	227	522	1,020

[1]Data for 1960 are for persons 5 to 34 years old and exclude nursery school; 1960 data shown for Black person are for persons of all races other than White.

Source: U.S. Bureau of the Census, Current Population Reports, Series P-20, No. 336 (April 1979); table 12, adapted.

Table 5

Median School Years Completed for Persons 25 Years Old and Over, by Region and Race: 1940, 1960, 1970 and 1975.

		Black	White
United States			
	1940	6.9	10.4
	1960	10.3	12.3
	1970	12.0	12.6
	1975	12.4	12.8
South			
	1940	6.2	9.6
	1960	9.3	12.1
	1970	11.5	12.5
	1975	12.3	12.7
North and West			
	1940	8.7	10.7
	1960	11.2	12.3
	1970	12.2	12.6
	1975	12.5	12.8

Source: U.S. Bureau of the Census, Current Population Reports, Series P-23, No. 80, Table 70, adapted.

Table 6

Persons 25 to 34 Years Old who have completed 4 years or more of College, by Region and Race: 1940, 1960, 1970 and 1975 (% only)

		Black	White
United States			
	1940	2	7
	1960	4	12
	1970	6	17
	1975	11	22
South			
	1940	1	6
	1960	5	11
	1970	6	15
	1975	12	20
North and West			
	1940	2	7
	1960	4	12
	1970	6	17
	1975	10	23

Source: U.S. Bureau of the Census, Current Population Reports, Series P-23, No. 80, Table 70, adapted.

Table 7

College Enrollment of Persons to 34 Years Old, by Race: 1960, 1970, 1978
(Numbers in thousands)

	1960	1970	1978
Total:	3,570	7,414	9,838
Male	2,339	4,401	5,124
Female	1,231	3,013	4,714
White			
Total	3,342	6,758	8,514
Male	2,214	4,065	4,508
Female	1,128	2,693	4,006
Black			
Total	227	522	1,021
Male	125	253	452
Female	102	269	569

Current Population Reports
Series P-20, No. 336
April 1979 (Table 12, Adapted)

Table 8

Primary Fields of Study of College Students 14 to 34 Years Old: October 1966 and 1978, by Color and Sex (% only)

	1966		1978
All Students			
Education	18.6	Business or Commerce	19.9
Business or Commerce	14.8	Other Fields[1]	15.5
Social Sciences	10.7	Biological/Health	12.0
Biological Sciences/ Health or Medical	10.0	Humanities[2]	9.5
Black Students			
Education	23.0	Business or Commerce	21.6
Social Sciences	17.0	Other Fields[1]	12.8
Business or Commerce	14.5	Biological/Health	11.1
		Education	8.9
Female Students			
Education	33.2	Business or Commerce	17.4
Humanities[2]	13.8	Other Fields[1]	16.0
Biological Sciences/ Health or Medical	11.7	Biological/Health or Medical	15.2
		Education	12.7

[1]Includes no major in 1978
[2]Includes English or journalism in 1966 and 1978; inlcudes liberal arts in 1978.

Source: U.S. Bureau of the Census, Current Population Reports, Series P-20, No. 351 (May 1980), Tables A-C, adapted.

Table 9
A Comparison of Enrollment Growth Within California Postsecondary Education for the Period 1960-69 and 1970-79

	The Sixties				The Seventies			
	Fall 1960 Enrollment	Fall 1969 Enrollment	Enrollment Increase 1960-69	Percent Increase 1960-69	Fall 1970 Enrollment	Fall 1979 Enrollment	Enrollment Increase 1970-79	Percent Increase 1970-79
Univ. of California	49,719	106,035	56,316	113%	109,033	131,856	22,823	21%
Calif. State University	95,081	224,837	129,756	136%	241,559	306,801	65,242	27%
Calif. Comm. Colleges (credit Enrollm. only)	289,898	602,917	313,019	108%	651,997	1,100,220	448,223	69%
Independent Colleges and Universities	69,857	115,621	45,764	66%	120,776	162,192	41,416	34%
State Level Total	504,555	1,049,410	544,855	108%	1,123,365	1,701,069	577,704	51%

Source

California Postsecondary Education Commission, Director's Report, January 1981, p. 3